

SCIENTIFIC METHODOLOGICAL ASPECTS OF CONFLICT PREVENTION OF THE EDUCATIONAL PROCESS IN HIGHER EDUCATIONAL INSTITUTIONS

Eshkuvvatov Tulkinjon Eshkuvvatovich,

Senior teacher at the "Theory and practice of psychology" department of Samarkand state university
t.eshkuvvatov@mail.ru (915310721)

Abstract: The article deals with conflict, the nature of pedagogical conflict in higher education, the practice of conflict in education, the objective and subjective nature of conflicts, their immediate causes and their analysis, what forms of conflict and how to resolve them, as well as their management research of the arts, which we believe was conducted to provide psychological services to secondary school and methodological assistance to future teachers.

Keywords: Conflicts, conflictogen, creative conflict potential; conflict functions; criteria of fairness

A person's way of life in society is impossible without various disputes. A person can face various conflicts and conflicts throughout their lives, at every age, in different places and in any situation. Disputes are a process related to the life of each person, and no person can declare that conflict situations are not related to my life. Disputes are a natural phenomenon, relations can be established with any conflicts and destructive manifestations of conflicts can be prevented.

From a pedagogical and psychological point of view, the study of conflicts, their nature and prevention by future educators is not only theoretical, but also very important practical. The study of this field by educators helps to prevent conflicts in different situations in the learning process and take effective measures to resolve them.

In the process of pedagogical relations, it is important to study the nature of conflict from a pedagogical and psychological point of view, to develop methods, techniques and tools for preventing disruptions and developing creative potential as well as to make recommendations for their application in situations.

Conflicts and contradictions are common. But there is a traditional view that a phobia of conflict is a fear of conflict. Conflict is equated with situations and situations that are not "good" in our national mentality. We would rather have disagreements than conflicts. The ability to avoid conflict and contradiction is deeply ingrained in our thinking from childhood.

Conflict is a very common phenomenon in adult life. For example, in the lives of people who work in governing bodies, 70-80% of their activities take place in the context of various overt or covert conflicts, their neglect and indifference to them serve as a basis for deepening conflicts [1.p.48].

A number of studies have been conducted by domestic and foreign scholars on the prevention and elimination of pedagogical conflicts in the education system.

In particular, the researches of U. Begimkulov, Sh. Abdullaeva, N. Djumaeva, O. Jamoliddinova, R. Isyanov, A. Ismanova, O. Musurmonova, Sh. Sharipov, B. Shermuhammadox, M. Kuronov reflects the positive aspects of pedagogical relations, the correction of youth behavior in the educational process.

General social foundations of conflictology have been studied by foreign scientists such as G. Tuychieva, N. Shermukhammedova, M. Bekmurodov, M. Yakubova, as well as M. V. Klimensky, I. A. Ershova, A. Ansupov, K. Boulding, F. Borodkin and others, including the theoretical basis of educational conflicts, the interaction between subjects, structure, causes. Psychological aspects of the conflict are reflected in studies by B. Lomov, V. Merlin, V. Myasishchev, J. Piaget, N. Safaev, R. Sunnatov, V. Andreev, I. Rydanova, V. Slastenin, N. Shchurkova. Analysis of modern approaches shows that it has been studied by such foreign scientists as A. Becker, H. Becker, K. Berkel, K. Vopel, G. Schwartz, N. Davenport, M. Rosenberg, P. Hagel, M. Curray.

Observations show that 80% of conflicts arise against the will and will of their participants, that is, in rare cases the conflict is prepared and conducted consciously. A person carefully filters information from others and sends information that sends correctly, without filtering. There is usually an emotional response to information coming from others and to more and more information being sent. Conflict can arise when the emotional balance between the information sent and received is disturbed.

Typical features of conflict [5;p.23] are as follows:

- uncertainty of the result, i.e. , none of the participants in the conflict knows in advance the decisions made by other participants and all the consequences of the conflict;
- diversity of objectives, this indicates a mismatch of interests between different parties;
- classification of actions in each party.

At the heart of any conflict is a clash of opinions, which can be objective and subjective, real and illustrative. The following is sufficient for a conflict of opinion to become a conflict [5; p.24]:

- 1) the importance of the situation for the participants in the conflict relationship;
- 2) the presence of one of the opponents of the problem, which puts the other participants on the path to achieve their goals (although this is not reality, but a subjective perception);
- 3) individual or group patience in solving a problem that arose in at least one party.

The conflict literature indicates the following functions of any dispute [2]:

-**warning function** is characterized as a conflict indicator. The conflict here shows that something is wrong with normal social relations and attitudes, that something needs to be radically changed.

-**informational function**. Escalation, development and change of the conflict situation is a mass of information about the causes of conflict.

-**differentiation function**. This is often done by destroying or changing previous social relationships. This function explains the renewal of relations between the parties to the conflict.

-**dynamic function**. It is accepted that any social conflict is a means by which social relations accelerate development and bring about social change.

As it is known, the most effective ways to resolve disputes are:

- causes of conflict;
- conflict diagnostics involving behavioral motives of the parties;
- situational and positional analysis (clarification of the situation and views of the parties);
- predicting the course and consequences of conflicts (including determining the benefits or harms for each party when a conflict ends one way or another).

It is useful for all these actions to be carried out not only by a third party (mediator, psychologist, representative body), but also by the subjects themselves, so that the parties come closer to understanding the need to develop common solutions after the analysis.

An important part of analyzing the impact of conflict on learning is to determine its causes.

A current approach to conflict theory that categorizes, analyzes, and summarizes the causes of conflict provides the teacher with a means of managing real conflicts and encouraging conflicting interests.

B. Lincoln cites the following reasons for controversy [4.p.28].

1. Information is the acceptance or non-acceptance of information for participants in the interaction.
2. Behaviors include inconsistency, ineffective style, selfishness, unpredictability, and other characteristics of behavior that one party rejects.
3. Relationship factors (communication) - the degree of satisfaction from the interaction of two or more parties.
4. Values are principles that are important to people and should be realized (professional, cultural, religious, ideological, etc.)
5. Structural - relatively stable situations that are difficult or even impossible to change (law, age, obedience, time, availability of equipment and other means to support the learning process)

It follows from the above that it is difficult to manage and eliminate the cause of conflict without knowing the cause.

A.Y. Ansupov and A.I. Shipilov classify the causes of conflicts into four groups, depending on their objective and subjective nature;[5.p.56-57].

- personal reasons
- organizational and managerial reasons
- social psychological reasons

We believe that the causes of conflict can reflect the complexity of modern life. It should be noted that, in addition to the above, the analysis of conflicts based on the results of surveys and research conducted includes the following:

- understand the causes and history of the situation, as well as current events;
- identify not only the main or clearly visible parties, but all the participants (groups) involved in the conflict;
- to know the views of all these participants (groups) and their relationships;
- identify the factors and trends underlying the conflict;
- it is necessary to draw appropriate conclusions and lessons from failures and successes.

Conflict analysis is not a one-time event, it should be a continuous process that helps to adapt actions to changing factors, dynamics and circumstances.

It is known that the basis of the conflict is the conflict between the parties[3.p.16-17]. Therefore, the best and most effective way to resolve conflicts is for the parties to resolve the conflicts themselves. But this is not always the case. It is also necessary to take into account the different types of conflicts (overt, hidden, objective, non-objective, etc.), their levels, the characteristics of the subjects, and the objective possibilities available to the forces seeking to end the conflict.

It follows from the above that it is difficult to manage a conflict without knowing the cause, and it is difficult to eliminate the cause. According to a survey of teachers and students of Samarkand state university, conflicts affecting the pedagogical process of teachers are classified.

The classification of the causes of conflicts can be grouped into four groups based on whether they are objective and subjective in nature.

Classification of the causes of conflict

Organizational and managerial conflicts

Socio-psychological conflicts

Common causes of conflict due to educators' mistakes:

Disputes relating to mismatch of interests and needs

The literature on this issue also identifies the most common causes of conflicts between the subject and the object of governance. Non-human organizational and managerial factors and situations are mostly objective, while socio-psychological and personal factors are mostly subjective.

Causes of organizational and managerial conflicts:

- resulting from the inefficient organization of teachers' work;
- insufficient working conditions by the administration;
- lack of regulation of life safety activities;
- shortcomings in the management of the pedagogical team;
- It is related to the criteria for assessing students' knowledge;
- unplanned forms of control over teacher activity;
- the teacher's professional performance is not adequately evaluated by managers;

When analyzing the causes of the actions of the parties to various disputes, it is not difficult to understand that they usually consist of the pursuit of their own interests. Inequality, insincerity, dissatisfaction with the decision made, misunderstanding, and the desire to be financially self-sufficient today or in the future are the most common causes of conflict in the practice of the pedagogical process.

Negative attitudes toward all conflict are common among educators, and many educators tend to "suppress" conflicts in a timely manner rather than seeking creative opportunities. But it is natural that there are conflicts in the pedagogical process. Conflict education and training cannot and should not be, so it is necessary to form a creative approach to conflict, constructive behavior not only for students but also for teachers in conflict situations, different use of conflict in the educational process there is.

It is important to know the objective and subjective nature of conflicts, their immediate causes and causes, what forms and ways of conflict resolution, the ability to manage them.

This task is very important and relevant for future educators, educators of all levels.

The modern educator focuses his activity on solving a two-sided problem: to achieve high pedagogical efficiency and influence the students who create this result. And therefore an effective educator must be not only a narrow specialist but also a broad one, i.e. a modern educator must be a psychologist with the ability to partially resolve various social conflicts.

The first step in overcoming conflict is always to believe and act that the interests that led to the conflict can be reconciled. Convergence and alignment of interests is the door to overcoming conflict.

Finding a solution to conflict in general requires an active rather than a passive relationship. In a conflict situation, many will act impulsively, i.e., unidentified. So, the conflict situation requires thoughtful

steps. This will be a sign of a conscious attitude to the conflict. In the process of being conflict conscious, a person can control conflict, influence conflict, keep the parties from "bubbling over" encourage parties to have constructive relationships, bring them to the negotiating table and create an environment for reflection, reasoning, and observation of the problem that is causing the conflict.

Reference

1. G. Toychieva. Youth and conflict: Learning to resolve conflicts. Tashkent 2008.
2. D.K.Yergeshova, M.K.Najimov. Legal conflictology. Tashkent 2007. –p.129
3. Working with conflict: Skills and strategy for action. London, Conflict center, 2001. P.40.
4. Grishina N.V. Psychology of conflict. - S. Petersburg, 2003. –p.160
5. Korol L.G., Malimonov I.V., Rakhinsky D.V. Conflictology: textbook for students studying in 37.04.01 Psychology, 38.04.02 Management, 38.03.03.03 Personnel management. - Ulyanovsk: Zebra, 2015. – p.248 .